



Reading First *Lighthouse School*

Walter J. Meyer Elementary
Tombstone School District

Principal: Kathy Villa

Coach: Gail Bennett

Leadership:

- The principal and the coach have caught the true "vision" of Reading First, and are doing their best to implement research based practices.
- The principal understands and uses assessment data in making decisions.
- The principal made the Title One teachers an important part of their Reading First Team from the beginning.
- The principal and coach meet monthly with all teachers after they have completed a 20-minute scripted observation. They give feedback and work closely with the teachers as they seek to implement best practices and align data with instructional plans.
- The SRS prepares an action plan which includes all their priorities in the four areas of the Monthly Report. The principal, coach and teachers don't just look at their action plan, but they live by it!
- The principal is implementing Reading First practices with the upper grades.

Assessment:

- Teachers now "buy in" to the DIBELS assessments, and there is high anticipation to find out the DIBELS benchmark results.
- DIBELS assessments are completed and displayed on the data boards.
- Teachers complete DIBELS data analysis forms for all intensive and strategic students.
- Teachers do their own progress monitoring so they are well aware of their student needs.
- Diagnostic phonics screeners have been administered to all students to make sure all fundamental skills are mastered.

Instruction/Intervention:

- Student friendly objectives are posted and used with the students in whole group as well as small group instruction.
- High student engagement is evident in all classrooms. The principal and coach continue to emphasize this by making suggestions so this will remain a high priority for all teachers.
- Teachers use the 'leveling down' process and record their data to determine appropriate progress monitoring materials and instructional materials appropriate for intensive students.
- Small flexible group instruction targets student needs. Differentiated instruction continues to be emphasized.

Communication/Collaboration:

- Reading Leadership Team meetings have become an important time for sharing and examining student data. Teachers regularly discuss issues that will help improve student learning.
- The principal and coach are regularly in the rooms and aware of the progress being made, as well as practices that need to be initiated, and feedback is consistently given to the teachers.
- Signed agendas with action plans are used for all grade level meetings. Reference to the previous action plan helps them to continually evaluate their progress.
- The staff takes advantage of collaboration on their own as well as during planned meetings.
- The principal and coach continue to encourage teachers to use high student engagement by effectively using wait time, partner discussions, refraining from randomly calling on students raising their hands, and discouraging the students from calling out answers.